



# SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF SC, ST AND GENERAL STUDENTS OF SECONDARY SCHOOLS

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## ABSTRACT

Multiple variables like socio-economic discrimination including gender, caste, levels of parental education, location etc may contribute to self concept and academic achievements of students. In the present study the researcher attempts to know whether self concept of students differ due to caste(ST, ST and general) factor and whether self concept and academic achievement of these students related with each other. The researcher used descriptive survey method for the study and a sample of 630 students from class ix were selected from 21 schools, from state of odisha, India. The researcher chooses random sampling (lottery) method to select the sample. To test the hypotheses set of scores for both self concept and academic achievement were collected. The results revealed that:- i. A marked difference was found in the self concept of SC, ST and general students. ii. The study revealed significant relationship between the self concept and academic achievement. iii. It was observed that caste is a determining factor in all dimensions of self concept and academic achievement of SC, ST and general students.

**KEYWORDS:** Self Concept, Academic Achievement, SC, ST.

## INTRODUCTION:

Educated man-power is an asset for a country. It is genuine concern of every nation and for this purpose; governments are spending a huge amount to develop their man-power. Students are the future prospect of a country who are spending long years for their education in schools and colleges. So, their educational achievements are important factors that influence their developments. Therefore the correlates of academic achievements draw attention of the researcher. Among the correlates, psycho-social variables are significant. Self-concept is such a psychological variable that is responsible in a great way affecting academic achievement of children.

Self-Concept means the individual's perception or view of himself. Shavelson (1976) defined self concept as " person's perception of himself formed through his experience with his environment." Klobal & Musek(2001) described "Self concept as an individual perception of himself/herself; it is a psychological entity and includes one's feeling, evaluations and attitudes as well as descriptive categories of ourselves. It is manifested outwardly by our behavioural & personality traits and inwardly by how we feel about ourselves and the world around us."

In general usage of the term, academic achievement refers to the level of educational accomplishment of a person in various subjects taught in educational institutions. Gabatti(1998) states that academic achievement refers to the numerical scores of student's knowledge which measures the degree of a student's adaption to academic work and the educational system. Verma and Upadhy(1981) defined achievement as "the attainment or the accomplishment of an individual in some or particular branch of knowledge after a certain period of training."

## Self Concept and Academic Achievement:

Educational psychology has been concerned with analyzing different types of relationships both associative and predictive that exist between self concept and academic achievement. Nunez & Gonzdez Plenda(1994) indicates three possible patterns or causal model between self-concept and academic achievement. i. Academic Performance determines self concept- Academic experiences of success or failure significantly affect the pupil's self -concept. ii. Levels of a self-concept determine the degree of academic achievement. If we are capable to develop the self-concept of students it will increase their academic achievement. Iii. The third model of causal relationship postulates that self-concept and academic performance influence and determine each other mutually. Self- concept and achievement are dynamically interactive and reciprocal, each one mutually reinforcing to the extent that a positive or negative change in one facilitates a commensurate change in the other.

**Caste Factor:** Indian society is highly based on caste hierarchy. The caste factor has the strongest historical roots. Traditionally, Hindu society is divided into thousands of castes, which reflects socio-economic, educational and cultural disparities. Three of the major socio-economic categories are defined by caste combination: Forward caste (FCS), other backward caste (OBC), Scheduled castes and Scheduled Tribes (SC/ST). Though the Indian government has been making continuous efforts since independence to bridge the socio-economic gap between the advantaged and disadvantaged groups, SCs and STs have remained socially, economically and culturally deprived because of their specific occupational and geographical conditions.

## Factors responsible for low achievement and low self concept among SC and ST Students:-

1. **Low level of Aspiration:** It was found SC, ST students have a low level of aspiration for a higher position in life. They don't aspire to secure marks in school exams or for occupation (Bansud, Subodh Prabhakar, 2007).
2. **Differential personality pattern:** If we assess the personality of SC, ST students are more rigid, more anxious and less extroverted, low self-image and more fatalistic (Hamilton and Freeman, 2007).
3. **Differential personality:** If we measure the IQ of a class we observed that SC, ST students are less than the average children (Gurubasappa, 2009).
4. **Lack of social competence:** Due to differences in language and custom, they are less sociable. They suffer from many complexes and personal deficiencies. (Narayan, 1995)
5. **Nutritional deficiency:** Due to poverty SC, ST students suffer from nutritional deficiencies for which they have many health-related problems, which affect their personality and academic achievement. (Narayan, 1995)

## NEED OF THE STUDY:

Children spend most of their growing years in school. A sound secondary school education is fundamental to the academic achievement of children which depends to a large extent on the self concept of the children. A positive self concept is in general expected to lead to good academic achievement. There are various factors such as locality, gender, type of school, medium of instruction, the parental educational status and religion that influence the academic achievement of the students. From the review of literature it was found that Anita & G. Parameswari (2013) found a positive and significant relationship between self concept and academic achievement but Badjees (2004) in his study revealed that there was no significant relationship between the two variables. Bansud (2017) in his study found that upper caste students were better in their self concept than lower caste students. Pradeep (2000) found a significant difference between SC, ST and upper caste students on all dimensions of self concept and total self concept. Teena and Dinesh found no significant difference between the academic achievement of reserved and general caste students. Garnaik and niranjan (2012) found in their study that the result of SC students was very poor. The contradictory results have created an urge in the researcher to initiate further investigation in this area.

The study would be fruitful for its contribution towards the psychological world and specifically increasing psychological knowledge with regards to factors influencing academic achievement. This study will therefore serve as a stepping stone towards possible future research in schools within India. Knowledge gained from this study could also lead to the development of an intervention focussed on improving self concept.

## Statement of the Problem:

"Self concept and academic achievement of SC, ST and general students of secondary schools"

**OBJECTIVES OF THE STUDY:**

The study is carried out with the following objectives:-

- To study the self concept of SC, ST and general students of secondary schools.
- To study the relationship between self concept and academic achievement of SC, ST and general students.
- To study the different dimensions of self concept of SC, ST and general students.

**HYPOTHESES:**

Ho1- There is no significant difference in self concept among SC, ST and general caste students.

Ho2- There is no significant relationship between self concept and academic achievement of SC, ST and general caste secondary students.

Ho3- Students belonging to SC, ST and general categories are identical with respect to physical, social, temperamental, educational, intellectual dimensions of self concept and academic achievement.

Delimitation of the Study- The study delimited to ix class students of bargarh district of Orissa.

**METHOD:**

The researcher used descriptive survey method to study relationship existing if any between student's academic achievement and self concept and drew valid conclusion from the facts discovered.

**Sample:**

Random Sampling Method (lottery method) was used to select the sample. Bargarh district consists of 12 blocks, 3 NAC and 1 Municipality. The schools situated in NAC and municipality were called urban area schools and the schools situated in block were rural area. From each school 30 students were selected (5 SC, 5 ST and 20 General).

**Table-1: Table of Sample**

	SC	ST	GENERAL	TOTAL
Total no of Students	105	105	420	630 (21)*

\*Figure in the parenthesis indicates the no of schools.

**Tools:****A. Self-Concept Questionnaire (R.K. Saraswat, 99):**

The self-Concept inventory intended to test six dimensions of self concept, viz. i. Physical, ii. Social, iii. Temperamental, iv. Educational, v. Moral, vi. Intellectual Self concept. Each test item was provided with five alternatives. There is no time limit for responding all the items. Participants in this study had to read each item carefully and respond to it by marking a tick (✓) on any one of the first five responses given against that item. The operational definitions of self concept dimensions measured by this questionnaire are- i. Physical (SC1)-Individual's view of their body, health, physical appearance and strength, ii. Social (SC2)-Individual's sense of worth in social interactions, iii. Temperamental (SC3)- Individual's view of their prevailing emotional reactions, iv. Educational (SC4)- Individual's view of themselves in relation to school curricular and co-curricular activities, v. Moral (SC5)- Individual's estimation of their thinking capacity of right or wrong activities, vi. Intellectual (SC6) - Individual's awareness of their intelligence and capacity of problem solving and judgements.

As the sample was from Oriya medium schools the questionnaire is translated into Oriya language. Reliability of the test was estimated by test-retest method and it was found to be 0.82 for the total self concept measures. Reliability coefficient of its various dimensions varies from 0.63 to 0.85. The content and construct validity of the test was also established.

**B. Achievement Test:**

The academic achievement of test was developed by the researcher. The question items are from 5 schools subjects of class ix, i.e. Oriya, English, Mathematics, Science and Social science. There are 50 items in the questionnaire. 10 questions are asked from each subject. All the questions are of multiple choice type test item.

The reliability of the teacher made achievement test was calculated by using rational equivalence method. The reliability of the test was estimated 0.0868. The validity of the test was also established by giving the test to 25 subject teachers and the items with highest agreement of subject teacher were kept in the final list.

**Analysis of the Data:**

As stated earlier the variables considered in this study were-

- Six dimensions of self concept (as per self concept questionnaire)

- Academic Achievement (Marks obtained in the teacher made test) Scores obtained in the test were divided into 3 categories. i. SC, ii. ST, iii. General. In order to analyse the data "t" test, co-relation coefficient and ANOVA technique are used.

**Hypothesis-1**

HO1- There is no significant difference in self concept among SC, ST and general caste students.

In order to test this hypothesis three separate "t" test were used and to test these test three sub null hypotheses were formulated.

Ho1 (a)- There is no significant difference between total self concept scores of SC and general students.

**Table-2: Showing the Difference in Self Concept of SC and General Students**

Strata	N	Mean	S.D	t-value	d.f	Sig (2-tailed)	Significance level	Remarks
SC	105	167.62	32.528	-4.843	523	0.000	0.05	Highly Significant Reject HO
General	420	179.49	19.17					

**Interpretation:** Table -2 shows that the calculated value of  $t = -4.843$  exceed the tabulated value of (1.96) at 0.05 level of significance. Hence the null hypothesis Ho1 (a) is rejected. It is concluded that SC and general students differ significantly in their self concept.

Ho1 (b)- There is no significant difference between total self concept of ST and general students.

**Table-3: Showing the Difference in Self Concept of ST and General Students**

Strata	N	Mean	S.D	t-value	d.f	Sig (2-tailed)	Significance level	Remarks
SC	105	170.56	30.683	-3.683	523	0.000	0.05	Highly Significant Reject HO
General	420	179.49	19.17					

**Interpretation:** Table- 3 shows that the calculated value of  $t = -3.683$  is more than tabulated value of (1.96) at 0.05 level of significance. Hence the null hypothesis Ho1(b) is rejected. It is concluded that there is a significant difference between ST and general students in their self concept. The result agrees with the findings of Pradeep where a significant difference was observed in the self concept of SC/ST and general students.

Ho1(c)- There is no significant difference between total self concept of SC and ST students.

**Table-4: Showing the Difference in Self Concept of SC and ST Students**

Strata	N	Mean	S.D	t-value	d.f	Sig (2-tailed)	Significance level	Remarks
SC	105	167.62	30.836	-0.695	208	0.488	0.05	Insignificant Accept Ho
ST	105	170.66	32.528					

**Interpretation:** Table -4 shows that the calculated value of  $t = 0.095$  is less than the tabulated value of (1.96) at 0.05 level of significance. Hence the null hypothesis Ho1(c) is accepted as difference between self concept of SC and ST students is insignificant.

**Hypothesis-2**

HO2- There is no significant relationship between self concept and academic achievement of SC, ST and general caste students.

**Table-5: Showing the Relationship between Self Concept and Academic Achievement of SC, ST and General Students**

Sample	N	Self concept and Academic Achievement(r)	Sig(2-tailed test)	Remarks	
General	420	0.131	0.007	Significant	Reject Ho
SC	105	0.382	0.000	Significant	Reject Ho
ST	105	0.429	0.000	Significant	Reject Ho
Total Students	630	0.273	0.000	Significant	Reject Ho

**Interpretation:** The "r" value as presented in table-5 indicated a significant relationship both at the 0.01 level and 0.05 level of significance between self concept

and academic achievement of general, SC, ST and also in total sample. Hence it is concluded that there exists a positive significant relationship between self concept and academic achievement. The results are in line with the findings of Goswami.

### Hypothesis-3

HO3- Students belong to SC, ST and general categories are identical with respect to physical, social, temperamental, educational, moral, intellectual self concept and academic achievement.

**Table-6: Showing the difference among dimensions of Self Concept and Academic Achievement of SC, ST and General Students**

Dimensions of Self Concept	Mean Score			F-Ratio	Sig (2 tailed)	Remarks	
	SC	ST	General				
Physical	27.0286	27.5714	29.0143	7.636	.001	Significant	Reject(HO)
Social	27.7810	28.5333	29.5238	5.390	.005	Significant	Reject(HO)
Temperamental	27.7143	26.8571	28.1714	5.848	.003	Significant	Reject(HO)
Educational	30.5619	31.0286	32.6762	8.741	.000	Significant	Reject(HO)
Moral	29.6571	31.3810	31.8214	7.843	.000	Significant	Reject(HO)
Intellectual	25.8762	26.2857	28.0595	9.741	.000	Significant	Reject(Ho)
Academic Achievement	23.6000	23.2000	27.0095	11.876	.000	Significant	Reject(Ho)

**Interpretation:** It was observed from table-6 that caste is a determining factor in all the dimensions of self concept and academic achievement of students. The "F" ratio was significant at the 0.01 level thus the HO3 is rejected.

### MAJOR FINDINGS OF THE STUDY:

1. It was found that there is a significant difference in the self concept of SC and general (t= -4843) students.
2. The data also revealed that there is a difference in the self-concept of ST and general (t= -3.683) students.
3. No difference is found in the self concept of SC and ST (t= -0.095) students.
4. By using the correlation coefficient method self concept and academic achievement of general, SC and ST students were correlated. The result shows that there is a significant relationship between the two variables.
5. A significant difference is present in different dimensions (Physical, social, intellectual, moral, educational, temperamental) of self concept and academic achievement of SC, ST and general caste students.

### RECOMMENDATIONS:

1. In order to develop self concept of the students, school should organise different co-curricular activities in schools like quiz competition, seminars, paper presentation and different cultural programmes etc.
2. The teacher should help the students to understand that inner beauty is always better than physical beauty.
3. The teacher should teach the students to have faith in themselves and become self confident.
4. The teacher should help the students to become intellectually sound and to think creatively and become an active learner.
5. By becoming a good example before the students and through moral story of great men morality of the students can be developed.
6. Great achiever from different caste particularly from SC, ST Communities should be invited to the school for motivational lectures so that the students of such community get motivation.
7. Teacher should try their best to remove caste disparity among the students. It will facilitate the SC and ST students to feel equal with general students.
8. Parents should create a conducive environment in the home to develop a positive self concept in children and persuade them with a disciplinary approach.
9. Parents should set such a goal before their child which is achievable by them. It will facilitate their self concept.
10. Regular counselling service should be provided in high schools.

### CONCLUSION:

Research performed in the area of self concept and academic achievement has suggested that there is a significant relationship between self concept and academic achievement. Among the variables that are related with academic achievement, self concept is an important psychological variable. The self-concept of a child is not inborn rather a developing phenomenon, which is affected by many social factors like caste, locality and socio-economic conditions.

In the present study, the researcher found a marked difference in the self-concept

of SC, ST and general caste students. So, it is suggested that the students from SC, ST background must be taken care of by the teacher. By giving them a loving and caring environment their self concept can be developed at adolescent stage. If they are neglected in this stage they may develop differential personality or may develop a low level of confidence or having a low level of aspiration for the future.

The Anova results also conclude that a significant difference was found in different dimensions of self concept (physical, social, temperamental, educational, moral, and intellectual). It was also evident from the study that self-concept is an important variable that affects the academic achievement of the students from different caste. So, to develop the academic achievement of students, the self concept of the students must be taken care of and if situation demands proper counselling must be provided to eradicate the emotional problems of the students. Government, non-government organizations, parents-teachers associations must come forward to provide some extra facilities to these children so that can step forward with other students and stand for social and national upliftment.

### SUGGESTIONS FOR FURTHER STUDY:

1. The same study may be replicated on another population to get a wider generalization of results.
2. The study may be conducted using factorial design to study the main and interactive variables.
3. Studies may be carried out using other standardized tools to validate the results of the study.
4. Studies may be carried out relating other variables like locality, gender and socio-economic background with academic achievements.

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